

DOCUMENT RESUME

ED 175 399

IR 007 561

AUTHOR Treadway, Cleo
TITLE Reclassification: The Tusculum Way.
INSTITUTION Tusculum Coll., Greenville, Tenn.
PUB DATE 74
NOTE 21p.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bibliographies; *Classification; *College Libraries;
Costs; Library Planning; *Projects

ABSTRACT

Citing economy as the primary reason for the conversion, the library of Tusculum College began to switch its system of classification from Dewey Decimal to Library of Congress (LC) in the summer of 1973. This paper chronicles the first 12 months of that project: decisions concerning the order of reclassification, rearrangement of the collection, policies to be followed, workflow pattern, and acquisition of essential supplies and equipment. Cost statistics for labor, supplies, and equipment are given for the period June 1, 1973-May 31, 1974, during which time 18,752 volumes were reclassified at an average cost of \$.95 per volume. A bibliography of sources which helped the college's reclassification effort is included. (Author/JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED175399

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECLASSIFICATION: THE TUSCULUM WAY

by

Cleo Treadway

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Cleo Treadway,

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

1K007361

Cleo Treadway, Library Director
Box 87
Tusculum College
Greeneville, TN 37743

ABSTRACT
of

Reclassification: The Tusculum Way
by Cleo Treadway

This paper chronicles the first twelve months of Tusculum College's journey from Dewey to LC. "Economy" is cited as the primary reason for conversion. Recorded herein are Tusculum's decisions concerning the order of reclassification, rearrangement of the collection, policies to be followed, the workflow pattern, and acquisition of essential supplies and equipment. Cost statistics including labor, supplies, and equipment are given for the twelve month period, 1 June 1973 - 31 May 1974, during which 18,752 volumes were reclassified. A comprehensive bibliography is not appended, although acknowledgment is given to the sources which most significantly influenced Tusculum's reclassification journey.

IR0007561

Cleo Treadway, *Library Director*
Box 87
Tusculum College
Greeneville, TN 37743

Reclassification: The Tusculum Way

by Cleo Treadway

The following chronicle is prefaced with the hope that it will prove to be of value to others who are considering a reclassification journey. It is signed with a thank you to the many colleagues whose recorded experiences with reclassification have served as road signs along the Tusculum Way.

Tusculum College is a small, liberal arts college nestled against the grandeur of the Smoky Mountains, reaching for the best of the future for each of its constituents, while preserving the rich heritage of ^{a past dating to 1794.} ~~the past~~.

The Tusculum College Library is a microcosm of the total Tusculum community: small, but vibrant, eager to share in learning experiences, unceasingly striving for increased effectiveness and efficiency. Thus, it was inevitable that conversion and reclassification to the Library of Congress Classification System would be considered. This report is a chronicle of the first twelve months of Tusculum's reclassification journey.

Destination

To LC or not to LC? That was the question at the Tusculum College Library in the Spring of 1973. It was a question that had been posed previously by the staff, but, due to the immediacy of more crucial tasks, had been left unanswered until time could be freed for research and for a studied decision. Consideration of possible membership in the Cooperative College Library Center, which required use of LC Classification, no doubt triggered the decision-making process. However, the final determination was based solely upon a careful weighing of the advantages and disadvantages of LC vs. Dewey. Following a month of research via written reports, visits to other libraries, a study of the Library of Congress Classification System per se, and of conferences with the library staff, LC was chosen as Tusculum's desired destination. The librarian, with the full endorsement of the Library Council, submitted to the Dean of Faculty the following two-pronged recommendation dated 14 May 1973:

1. That the Library of Congress Classification System be adopted by TC Library for current cataloging beginning 1 June 1973.
2. That reclassification of the existing collection begin 1 July 1973.

Economy was cited as the primary advantage of LC, plus the concomitant benefits of stabilization and standardization.¹ The recommendation explained that use of LC Classification takes advantage of cataloging decisions made by professional catalogers at the Library of Congress and, thus, requires

little professional time at the local level. LC also provides for greater expansion than Dewey, requiring little revision throughout the years; whereas Dewey requires continual revision if integrity of class numbers and a unified subject collection are maintained.

The recommendation concluded with a comparison of projected ten year cataloging costs using LC and including reclassification, with projected ten year costs using DC and including revision. This comparison indicated that the cost of reclassification would be more than repaid over a ten year period through reduced cataloging expenses.

Additional funds were not requested to implement the recommendation. It was anticipated that both conversion and reclassification could be initiated with the existing staff and budget, plus additional student help financed through the College Work/Study Program.

The recommended journey to LC received immediate approval.

Mapping The Route

The destination was LC. The route would lead through more than 50,000 volumes. Mapping the route consumed the last two weeks in May when plans were finalized for the order of reclassification, for the rearrangement of the collection, for policies to be followed, for the workflow pattern, and for the acquisition of essential supplies and equipment.

The order of reclassification and rearrangement of the collection were planned as follows:

1. Condense DC shelf list cards to make room for newly labeled LC cards. (This step was to be repeated as necessary throughout the project.)
 2. Condense book collection working from 999's backward. (This opened up room for the newly reclassified A - G's. The next major move was planned for the summer of 1974 when the remaining Dewey collection, 300's - 800's, would again be condensed.)
 3. Librarian weed reference collection and 000's.
 4. Reclass reference and 000's -----> A,Z.
 5. Faculty weed appropriate subject collections.
-
6. Reclass 100's -----> B
 - 200's -----> B
 - 900's -----> C - G
 - 300's -----> H -L
 - 700's -----> M - N, GV
 - 400's -----> P
 - 800's -----> P
 - 500's -----> Q
 - 600's -----> Q - T, HF

Weeding was considered essential because of limitation of space and because of the negative value of obsolete material. The faculty's task of weeding was narrowed by the automatic reclassification of one copy of each title copyrighted 1960 or later and one copy of each title listed in Voigt's Books for College Libraries.² The checking from the shelflist against BCL for all pre-1960 titles was done by student assistants while on duty at the circulation desk. The students indicated the inclusion or the absence of a title in BCL by penciling a "+BCL" or "-BCL" in the upper right corner of the shelf list card.

Policy decisions and the workflow pattern established during the last two weeks in May have served the reclassification project well and have undergone very few changes. Policy decisions included:

1. To accept the LC assigned call numbers in all areas with the exception of the PZ's.
2. To accept the LC assigned added entries.
(Initially the librarian checked all added entries--updating, adding, or deleting. This step was abandoned upon completion of the 100's.)
3. To use a title added entry for every title, without exception. (The filers were instructed to destroy the subject card when title added entry and subject heading were identical.)
4. To use student assistants under the direction of the

Technical Services Library Associate for all steps of reclassification with the exceptions of deciding which books should be pulled to be reclassified, assignment of call numbers not supplied by LC, and filing in the card catalog. (Original cataloging and snags were to be handled by the librarian. Student assistants were trained to file shelf list cards. Filing in the card catalog was assigned to the Circulation LTA's.)

5. To apply for membership in CCLC.³ (Tusculum College became a member of CCLC in July 1973. As a result of new acquisitions being cataloged and processed by CCLC, a portion of the Tusculum staff time has been freed for the reclassification project.)
6. To accept CCLC's recommendations about the arrangement of LC call numbers as demonstrated below.

Ref	GV706	PN2287	QA76.5	LB2368.4
JK1011	C25	L433	M18744	C23x
U53	1968	A33		

(The lower-case x is added to all locally assigned call numbers.)

The original workflow pattern has been altered only once. Initially a complete set of catalog cards was pulled, the Dewey call numbers erased, and the LC call numbers typed on each card. Early in the project the decision was made to pull only the shelf list card and to xerox new card sets using the altered shelf list card as a master and utilizing the Xerox 914 copier available in the library.

The final workflow pattern applied only to titles which met the following criteria: copyrighted 1960 or later, or listed in BCL, or approved for reclassification by any constituent of the Tusculum community; and represented in the shelf list by an LC printed card with an acceptable LC call number. All other titles were to be handled as snags by the librarian with one student assistant trained to type a main entry card using either the librarian's penciled changes on the shelf list card, LC copy from NUC's, or original cataloging copy. The final workflow pattern is presented below.

1. Library Associate (LA). Pull shelf list cards (sl's) for books to be reclassified.
2. Student assistant (SA). Pull books to match sl's (one book truck at a time) and insert sl's in books.
[If book is missing from the shelf an "M'74" is recorded on sl and sl is refiled. Subsequent searches are made for these. As each Dewey section is completed, volumes confirmed as missing are withdrawn from the accession record.]
3. SA. Working from sl, record LC call number on narrow paper slip and insert in book.
4. SA. Erase Dewey call number from sl and book card.
5. SA. Type LC number on sl and book card. Leave with slip in book.

6. SA. Block out DC number on book pocket with a white correction fluid.
7. SA. Print LC number on book pocket using a black pen.
8. SA. Check completed book truck of books for accuracy.
9. SA. Pencil number of cards needed to complete catalog card set on back of sl. Place sl behind corresponding number in box labeled "cards to be xeroxed". [At this point book and sl have been separated. Slip with LC number remains with book. Book proceeds through steps 10 - 13. Sl's proceed through steps 14 - 20.]

Book

10. SA. Type Se-lin label from LC number on slip in book.
11. SA. Cut and iron label on book.
12. SA. Check complete book truck for accuracy of labels, book cards, and pockets.
13. SA. Take book truck of books to Circulation for shelving.

Shelflist card

14. SA. Xerox set of cards; band together.
15. SA. Type added entries.

16. SA. Check card set for accuracy.
17. SA. Send catalog cards to Circulation for filing.
18. SA. Count sl's and accession numbers for reclassification statistics (titles and volumes reclassified).
19. SA. File sl's.
20. LA. Check filing.

The acquisition of essential supplies and equipment proved to be a simple task. Adequate work space, typewriters, a Se-lin labeler, and an electric eraser were on-hand in the Technical Services Department. Additional electric erasers were ordered as well as a supply of replacement erasers, catalog cards, book cards and pockets, white correction fluid, Se-lin tape, and the newest editions of LC Classification schedules. Serious consideration was given to the purchase of the Library of Congress Catalogs and the National Union Catalogs in either hard copy or on microfiche. Tusculum was most fortunate, however, to be privileged to borrow superseded editions of these essential volumes from the Sherrod Library of East Tennessee State University.⁴

Departure

On 30 May 1973 the wheels were set in motion to catalog and process the backlog of new books that had been accessioned in the Spring and were awaiting the decision concerning conversion to LC. Work stations had been arranged in the Technical Services Department for the six student assistants who would each

be working 30 - 40 hours per week throughout June, July, and August. (Since there were no classes on campus in July and August, it was possible to move the work stations to the reference area in July when the reference collection was reclassified. In August, when reclassification began in the 900's, the work stations were moved to the upstairs room which housed the 900's.) Conversion to LC proceeded smoothly.

By 11 June reclassification was underway. The minor changes made en route throughout the summer have been mentioned earlier in this report. A visit by the Director of CCLC⁵ early in July 1973 gave the library staff some needed in-service training in the use of LC schedules. This consultant obligingly answered questions not covered in the literature, interpreted the idiosyncrasies of the LC schedules, and offered the services of CCLC to help with any cataloging snags that might be encountered. His shared expertise gave the librarian (a novice to LC) the confidence needed to complete bracketed LC numbers, to assign call numbers to materials lacking LC assigned call numbers, and to proceed without hesitation along the Tusculum Way.

En Route

Logbook entries for the three month and twelve month points of Tusculum's journey are shown in Table 1. The format of this table parallels that used by Taylor and Anderson in an article which reported the reclassification experience at Arkansas State University.⁶ Two variations in categories exist: (1) the division of labor into four categories (Tusculum) rather than three (ASU); (2) the inclusion of a category for new equipment and equipment repair costs in the total costs by Tusculum. The interested reader who wishes to make a comparison should take cognizance of these variations as well as of the time-span between the two projects. Rising costs continue to color statistical pictures of projects bearing different dates.

Table 1

Reclassification Costs: The Tusculum Way

Period Covered	Librarian	Library Associate	Library Technical Assistants	Student Assistants (1.80 per hr.)	Xerox-use, Supplies	Equipment, Repairs	Total Cost	Volumes Reclassified	Cost Per Volume
June - August 1973	•\$550	\$940	\$1625	\$4039	\$535	\$177	\$7,866	10,022	\$.78
September 1973 - May 1974	•••••642	835 ^a	3164	4199	901	41	9,782	8,730	1.12
Total	•••••\$1,192	\$1,775	\$4,789	\$8,238	\$1,436	\$218	\$17,648	18,752	\$.95 ^b
Percentage of Total Cost	•••••7%	10%	27%	47%	8%	1%	100%		

^a The Library Associate was replaced by an LTA in January 1974.

^b Average cost, not total

An early decision during the planning for this journey was that reclassification would not interrupt normal library services. It was anticipated that the rate of reclassification would be slow during the academic year when full-time salaried staff would be involved with ongoing library responsibilities and when student assistants would be working for short periods of time each day and for no more than 15 hours each per week. The logbook entries record a lower rate of productivity at a higher cost per unit for the nine months of the academic year than for the three month summer period. The total number of volumes reclassified in June, July, and August was 10,022 at an average cost of \$.78 per volume. From September 1973 - May 1974 only 8,730 volumes were reclassified at an average cost of \$1.12 per volume.

The response of faculty to conversion and reclassification has been favorable. The initial reaction of students has been one of interest and of inquisitiveness (What? Why?), then one of acceptance and approval. The students received orientation to LC in a variety of formats throughout the year. A brief audio cassette, prepared by a popular senior student assistant for a Library Open House in September, welcomed both the returning and the new students and mentioned the changeover. A 13'x4' bulletin board compared the two classification systems. Location signs were placed on the card catalog and throughout the library. Library orientation for all of the freshman English classes included use of the audio cassette, the LC/DC bulletin board, and the location signs; plus, the students themselves, on a "treasure hunt tour", read both LC and DC call numbers from catalog cards and located the materials represented. Library instruction for individual classes included reference to and examples of LC class numbers for the specific discipline, graphically represented by transparencies and handouts. Classes in biology, education, English, music, physical education, and political science received instruction. In addition, individual students received help, as needed, in interpreting the two systems.

"Reclassification: The Tusculum Way" continues as planned. The expense of reclassification (excluding wages of student assistants) has, to date, been absorbed by the regular library budget. The rate of reclassification will continue to be dependent upon the number of student assistants assigned to the library; thus, a timetable for completion of the journey has not been set.

Road Signs

The purpose of this chronicle has been singular: to record the first twelve months of Tusculum's reclassification journey. No attempt has been made to present a review of the literature; a comprehensive bibliography will not be appended. Matthis and Taylor's annotated bibliography⁷ is recommended to the interested reader, plus reference to Library Literature for citations of more recent reports. However, the recorded experiences which have significantly influenced Tusculum's journey--which have served as road signs along Tusculum's Way--are acknowledged below.

Conference on Reclassification, University of Maryland.

Reclassification: Rationale and Problems; Proceedings.

Edited by Jean Perreault. College Park, Md.: University of Maryland, School of Library & Information Services, 1968.

Conners, William E. "Reclassification at the University of Maryland."

Library Resources & Technical Services, 11 (1967), 233-242.

Dougherty, Richard M. "The Realities of Reclassification."

College & Research Libraries, 28 (1967), 258-262.

Evans, G. Edward. "Dewey: Necessity or Luxury? A Study of
the Practical Economies Involved in Continuing with Dewey vs.
Converting to LC." Library Journal, 91 (1966), 4038-4046

Gaines, James E. "Reclassification in the Libraries of the
Great Lakes Colleges Association." College & Research
Libraries, 29 (1968), 292-296.

Gore, Daniel. "The 50 Cent Change--to the Library of Congress."
Colleges & University Business, 44 (1968), 109-111.

_____. "Further Observations on the Use of LC Classification."
Library Research & Technical Services, 10 (1966), 519-524.

_____. "A Neglected Topic: The Cost of Classification."
Library Journal, 89 (1964), 2287-2291.

Institute on the Use of the Library of Congress Classification,
New York, 1966. The Use of the Library of Congress
Classification: Proceedings. Edited by Richard H. Schimmelpfeng
and C. Donald Cook. Chicago: ALA, 1968.

Matthis, Raimund E., and Taylor, Desmond. Adopting the Library
of Congress Classification System: A Manual of Methods
and Techniques for Application or Conversion. New York:
Bowker, 1971.

Rowell, Lois. "Additions and Changes: a Study of Selected
LC Classification Schedules." Library Journal, 94 (1969),
3975-3977.

Taylor, Desmond. "Reclassification: A Case for LC in the Academic
Library." PNLA Quarterly, 29 (1965), 243-249.

Taylor, Gerry M. and Anderson, James F. "It Will Cost More
Tomorrow." Library Resources & Technical Services, 16 (1972),
82-92.

Voos, Henry. "Standard Times for Certain Clerical Activities in
Technical Processing." Library Resources & Technical Services,
10 (1966), 223-227.

References

- 1 Edward G. Evans, "Dewey: Necessity or Luxury? A Study of the Practical Economics Involved in Continuing with Dewey vs. Converting to LC," Library Journal, 91 (1966), p. 4046.
- 2 Melvin J. Voigt and Joseph H. Treyz, Books for College Libraries (Chicago: American Library Association, 1967).
- 3 The Cooperative College Library Center, headquartered in Atlanta, Georgia, is a consortium of small, financially disadvantaged colleges in the Southeast. It is an affiliate member of OCLC as a regional user-group. The primary function of CCLC is to provide centralized purchasing, cataloging, and processing for its member institutions.
- 4 Tusculum is indebted to Mr. Hal H. Smith, Head Librarian, and Miss Edith Keys, Reference Librarian, for so graciously agreeing to this arrangement.
- 5 Mr. Hillis Davis has served as the Director of CCLC since its inception in 1969
- 6 Gerry M. Taylor and James F. Anderson, "It Will Cost More Tomorrow," Library Resources & Technical Services, 16 (1972), p. 91.

7

Raimund E. Matthis and Desmond Taylor, Adopting the Library
of Congress Classification System (New York: Bowker, 1971), pp. 149-194.